DOCUMENT RESUME

ED 421 471 SP 038 040

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TITLE Building Bridges Symposium. Linking the Disciplines During Pre-Service Teacher Education.

INSTITUTION Illinois State Univ., Normal.

PUB DATE 1997-10-23

NOTE 27p.; Presented at the Building Bridges Symposium (Illinois State University, Normal, IL, October 23, 1997).

PUB TYPE Speeches/Meeting Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Accounting; Business Education; Consumer Education; Curriculum Design; Elementary Secondary Education; English Instruction; Family Life Education; Higher Education; History Instruction; Industrial Education; Industrialization; *Integrated Activities; *Interdisciplinary Approach; Law Related Education; Mathematics Education; *Preservice Teacher Education; Science Education; Social Studies; Technology; United States History

ABSTRACT

This paper is further subtitled "Presentations of integrated units of instruction by interdisciplinary teams of pre-service teacher education students showcasing student-developed curriculum integration ideas." The units include the following: "Get Your Kicks on Route 66" (integrating Family and Consumer Sciences, Business, and Industrial Technology); "Depressionism" (integrating Business, English Literature, and American History); "Integrating Industrialization into the Future" (integrating English, Family and Consumer Sciences, History, and Business); "Expanding Our Horizons" (integrating Business/Accounting, History, and English); "Petroleum Refined" (integrating Business/Consumer/Sales, Social Studies, English, and Industrial Technology); "The Boom Years: Consumerism in American Society 1950-1960" (integrating Sociology, Business, History, and English); "Curriculum Integration of Cause & Effect" (integrating Mathematics, Business, Social Studies, and Science); "International Trade" (integrating Economics, History, and Business Law); "The Automobile: The Tie That Binds Society" (integrating History/Social Studies, English, Economics/Business, and Industrial Technology/Automotives); and "An Integrated Study of American Industrialization" (integrating Business, Family Living, History, and Literature/Composition). For each presentation, there is information on presenters, subjects integrated, objectives, rationale, resources needed, unit description and activities, evaluation, and references. (SM)

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ED 421 471

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BUILDING BRIDGES SYMPOSIUM

LINKING THE DISCIPLINES DURING PRE-SERVICE TEACHER EDUCATION

PRESENTATIONS OF INTEGRATED UNITS OF INSTRUCTION
BY INTERDISCIPLINARY TEAMS OF PRE-SERVICE
TEACHER EDUCATION STUDENTS SHOWCASING STUDENT
DEVELOPED CURRICULUM INTEGRATION IDEAS

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ILLINOIS STATE UNIVERSITY

EWING MANOR, CORNER OF TOWANDA AND EMERSON
OCTOBER 23,1997, 5:00 P.M. - 8:00 P.M.

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BUILDING BRIDGES SYMPOSIUM

LINKING THE DISCIPLINES DURING PRE-SERVICE TEACHER EDUCATION

EWING MANOR, CORNER OF TOWANDA AND EMERSON
OCTOBER 23,1996, 5:00 P.M. - 8:00 P.M.

PRESENTATIONS OF INTEGREATED UNITS OF INSTRUCTION BY INTERDISCIPLINARY TEAMS OF PRE-SERVICE TEACHER EDUCATION STUDENTS
SHOWCASING STUDENT DEVELOPED CURRISULUM INTEGRATION IDEAS

AGENDA

REGISTRATION: 5:00 - 5:15 p.m.

SESSION I: 5:15 - 6:15 p.m. Downstairs Meeting Room

Get Your Kicks on Route 66
- Sue Bidwell, Brady Stromquist, Nicki Johnson, Diana Nelson, Rebecca Brown

Depressionism
- Kristin Poynor, Anthony Miller, Holly Zurkammer, Chris Humphrey, Tony Parise

Integrating Industrialization into the Future
- Sara Gentry, Laurie Rhodes

Expanding Our Horizons
- Elizabeth Garcia, Jacob Gourley, Lori Anne Maza

Petroleum Refined: An Integrated Curriculum about Petroleum
- Mark Edmundson, Michelle Schrepfer

DINNER: 6:15 - 6: 45 p.m. - Buffet in upstairs dining room

SECTION II: 6:45 - 7:45 p.m. Downstairs Meeting Room

The Boom Years: Consumerism in American Society 1950-60

- Bill Hiles, Gena Galyean, Jody Harrop, Yada Mak, Karen Kelly, Steve Reschke

Curriculum Integration of "Cause & Effect"

- Richard Gillum, Rachel Hansen, John Kelsey, Christopher Peterson

International Trade: Connecting the World

- John Aspel, Stacey Smudrick, Theresa Twaddle

The Automobile: The Tie that Binds Society

- Angela Conley, Leslie Shobe, Mindy Warfield

An Integrated Study of American Industrialization

- Sarah Gentry, Caroline Ghawaly, George Gore

CLOSING: 7:45 p.m. Downstairs Meeting Room

Presentation of Awards

Abstract Awards

TITLE: "*GET YOUR KICKS ON ROUTE 66*"

NAMES AND MAJORS:

Sue Bidwell; Family and Consumer Sciences
Brady Stromquist; Business
Nicki Johnson; Business
Diana Nelson; Industrial Technology (1)
Rebecca Brown; Industrial Technology (2)

SUBJECTS INTEGRATED:

Family and Consumer Sciences: Route 66's effects on use of family resources, problem solving and speciality foods.
Business: The development of businesses along Route 66.
Industrial Technology (1): Route 66: Its impact on transportation.
Industrial Technology (2): The development of towns along Route 66.

OBJECTIVES:

Family and Consumer Sciences:

The student will apply the decision making process to a specific event and identify the available resources using the Management Process Model and the Resource Management Model of Motivation.

Business:

Students will be able to analyze local commerce and use entrepreneurial skills to start and run a business along Route 66.

Industrial Technology (1):

The students will demonstrate an understanding of the history of transportation with relation to the development of Route 66 by answering correctly, at least, 70% of the total fifty questions and giving a presentation at a classroom open house.

Industrial Technology (2):

The students will be able to design a layout of a fictional town along Route 66 using information acquired in the unit(s) according to parameters developed during research.

RATIONALE:

Integrated curriculum stimulates creative thinking and gives the student a holistic view of a subject. Students learn how their life's influenced by each person or activity they come into contact with every day. Life is not an exercise in isolation and young people must learn to interact with many types of personalities and subjects.

RESOURCES:

1. Goldsmith, Elizabeth B., Resource Management For Individuals and Families, 1991. (St. Paul, Minneapolis, Minnesota: West Publishing Company.) pp. 83, 94.
2. Scott, Quinta, Kelly, Croce, Route 66: The Highway and Its People, 1998. (Norman of London: University of Oklahoma Press.)
3. Buckley, Patricia R., Route 66: Remnants, 1988.
4. Teague, Tom, Searching For 66, 1991. (Springfield, Illinois: Samizdat House.)
Clark, Marian; Wallis, Michael, The Route 66 Cookbook, 1993. (Tulsa, Oklahoma: Council Oak Brooks.)
5. Internet: http/route66.netvision.be
6. Internet: http/kaiwan.com/~natl66

UNIT DISCRIPTION:

This unit will start with a field trip for students in all of the disciplines involved. This field trip will entail traveling a remaining portion of Route 66 and visiting the remaining business sites. In addition to the field trip, all students will be part of an interdisciplinary "open house" at the conclusion of the unit. The open house will include displays of all activities, papers, and food dishes.

Family and Consumer Sciences:

The student will analyze the decision making process used by the Federal Government of the United States to adopt a National Highway Plan, the decision to change Route 66 and build a 4-

lane highway in the 1980's, analyze how the local families along Route 66 used available resources to survive, and recreate food dishes made famous along Route 66.

Business:

The student will research city layouts and transportation systems while using the decision making process to start and run a business along Route 66.

Industrial Technology (1):

This unit will focus on the development and historical impact of transportation in the United States by integrating the subject of Route 66 through research and activities, such as a time line and a presentation.

Industrial Technology (2):

This unit will focus on the types of buildings that developed along Route 66 through research and previous knowledge of architectural drafting.

ACTIVITY DISCRIPTION:

Family and Consumer Science:

Students, divided into groups of four, will trace the steps used to make decisions regarding the National highway building, in writing, for Route 66 and the Interstate in the 1980's following the *Management Process Model*. (p. 94, Resource Management for Individuals and Families) Students will study case histories of local people along Route 66 and identify their available resources as represented by the *Resource Management Model of Motivation*. (p. 83, Resource Management for Individuals and Families) Students will prepare food dishes made famous by restaurants along Route 66.

Business:

Students will be broken into groups and given sample towns with different characteristics. The students will study the town and the local commerce. Then, they will use their business skills to start and run a business along Route 66.

Industrial Technology (1):

The students will work in groups using a newsprint roll to develop a time line showing the development and decline of Route 66. They will use drawings, photographs, and illustrations to show changes through the years.

Industrial Technology (2):

The students will work in groups, using available resources, to develop a layout of a fictional town located along Route 66. They will use the AutoCAD program to design each of the buildings.

EVALUATION:

Family and Consumer Sciences:

Students will create a food dish using locally available ingredients. Students will write a 2-3 page paper identifying available resources their families have at their disposal. Students will select a problem and write a description of the steps used to reach the desired goal and evaluate the process.

Business:

Students will write a 3 page paper explaining what type of business they have and why they started it.

Industrial Technology (1):

The students will complete a fifty question exam, including M/C, T/F, and short answer, over the history and development of Route 66.

Industrial Technology (2):

The students' AutoCAD activity will be evaluated based on their creativity, fulfillment of requirements, and overall appearance.

REFERENCES:

See resource section.

NAMES and MAJORS

Kristin Poynor : Business/ English
Anthony Miller: Social Science
Holly Zurkammer: Business
Chris Humphrey: Business
Tony Parise: History

SUBJECTS INTEGRATED

General Business: Financial management unit covering, money(stocks), banking, and credit.
English Literature: Covering The Grapes of Wrath by John Steinbeck
American History: Era of the great depression 1929- 1941

RATIONALE

Integrating curriculum across disciplines, helps students understand the connections between different subject materials. Integrating relates learning to real life situations. This will create a better understanding for the political, economical and social aspects of the depression area, and how it relates to concept of the student life today.

OBJECTIVES

General Business: The students will have an understanding of the causes of the great depression, the policies developed in the banking industry, and develop ideas to prevent another depression occurrence.
English Literature: Students will demonstrate in writing an understanding for the people and their life styles during the great depression
American History: Students will be able to identify different New Deal policies and the effect these policies had on the United States.

RESOURCES NEEDED Guest speaker, Depression artifacts, pictures from depression area, FDR speeches, overheads, movie (Grapes of Wrath), American history text, consumer text, current articles.

UNIT DESCRIPTION

General Business In this unit students will gain a better understanding of financial management. The unit will begin with basic understanding of the stock market. This chapter will include learning about the difference between common and preferred stock, as well as buying stock through options and margins. During this chapter the crash of 1929 will be discussed. The next chapter will cover the banking system. This chapter will include discussion on the FDIC which was establishes in 1933. The last chapter will cover credit and the risks of an overextended American.
English Literature In this unit the student will be assigned to read the *Grapes of Wrath*.

Daily discussion will be held about the fates and hardships in which the characters in the novel had to endure. The students will be assigned a 2-3 page paper in which they will have to interview some one who had lived through the great depression (65 yr. or older) The paper is to express the individuals memories as well as their personal feelings. The paper should include at least one example of how the depression continues to influence this persons life. (example: my grandfather refuses to use credit, and will purchase everything in cash). After the student have completed the novel, The Hollywood movie will be shown during class.

American History This unit will discuss a variety of New Deal policies. The students will gain insight to the people that influenced the making of the New Deal. The students will have an understanding of the reasons behind the various policies. They will know which policy were made to provide relief, and which were for recovery. Finally the students will learn how the American entrance of World War II effected the great depression.

ACTIVITY DESCRIPTION

Guest speakers A guest speaker from the American history museums will come to discuss the every day lives of those who lives during the depression. They will bring with them pictures of scenes that may include such things as soup lines, or ration books.

Field trip The Business class will spend a day at the Chicago Mercantile, to witness first hand how stocks are traded.

Film The American Literature class will watch the Grapes of Wrath at the end of the unit.

EVALUATION

General business Students will be evaluated through quizzes and chapter test. The student will be assign a project to create and track their own stock portfolio through out the unit.

American Literature Student will be evaluated through quizzes and final unit test. A written paper will be assigned.

American History Students will be evaluated through quizzes and chapter test. The students will be assign to give a class presentation on a topic revolving around the great depression.

RESOURCES

Steinbeck, John. *The Grapes of Wrath*, Knopf publishing, 1993

Standford, Alan D. & Miller, Roger LeRoy. *Economic Issues for Consumers*, 7th ed., West publishing Co., St. Paul MN, 1994.

Norton, Mary beth & Katzman, David. *A People and a Nation*, 4th Ed., Houghton Miflin publishing Co., Boston, Mass, 1994.

INTEGRATING INDUSTRIALIZATION INTO THE FUTURE

Names and Majors

Sara Gentry, English
Laurie Rhodes, History
Caroline Ghawaly, Family and Consumer Sciences
George Gore, Business Education

Subjects Integrated

English: Industrialization's role in Little Women.
FCS: Family life during industrialization.
History: World changes resulting from industrialization.
Business: Industrialization's economic impact on the Information Age.

Objectives

Integrated: The students will demonstrate knowledge of trends and lifestyles in America during Industrialization by planning and performing in the play, Little Women.
English: The students will demonstrate knowledge of life during industrialization in Little Women and how it can be related to modern life.
FCS: The students will demonstrate knowledge of the changes industrialization had on life for working families past and present.
History: The students will be able to describe the most significant changes that result from industrialization and its impact on third world nations.
Business: The students will be able to explain similarities and differences between the economic impact of the industrial age and the information age.

Rationale

Students will benefit from learning how industrialization affected economic, political, social and family trends and the impact it has on individuals during the era, today, and into the future. Students will also gain a detailed understanding of life in America during the latter half of the nineteenth century. Planning and performance of the play, Little Women,, will aid in applying academic skills to accomplish a major production. Additionally, students will be able to achieve a personal feeling of life during industrialization.

Resources Needed

A diverse selection of resources will be utilized, such as books, articles, videos, overheads, maps, library, and pictures. Access to the Internet and standard computer applications would facilitate student research and report preparation, but are not essential. Other resources needed for production of the play, include a theater, stage construction materials, scripts, props, tickets, and flyers. Copies of the novel Little Women and the video will be needed for English.

Unit Descriptions

English: In this class, students will be studying the novel *Little Women* by reading aloud and independently, discussing industrialization's role in the novel, making connections to modern life, and watching video versions of the novel. This novel characterizes the people of the American Industrial Era, reflecting personal relationships, reactions to historical events, and standards of living.

FCS: In this unit, the emphasis will be on the changing roles of family during industrialization. Through historical readings and videos, including information from *Little Women*, there will be discussions about the

changes from extended to smaller nuclear families, the shift away from home production of goods, and changes in labor, including migration to urban areas. These concepts will be brought together to facilitate an understanding of the effects of industrialization on women in the family, family bonds, and family income. Students will compare family changes during industrialization to modern family life.

History: This unit focuses on the impact of industrialization on the world. Readings and discussions will explore the origins, implementation, and outcomes of industrializing in its early and latter stages. Countries including Great Britain, United States, Russia, Japan and Brazil will be examined for consistent trends despite changing times. Specifically, industrialization's role in improving national status will be explored. Examples from *Little Women*, family, and economic readings will help build connections to a broader understanding of industrialization.

Business: The business unit will address four main themes, including standards of living, occupation changes, personal finances, and the information age. Students will research the impact of industrialization on economies, both historical and modern. Specific attention will be paid to how changing economies affected families and the characters of *Little Women*. Discussions comparing industrialized economies, both past and present, will culminate in projections of probable futures.

Activity Description

English students are encouraged to participate in performing the play *Little Women*, and should ensuring an accurate representation of the author's story is portrayed. Family and Consumer Science students should integrate their understanding of family life during Industrialization into the behavior of characters in the play *Little Women*. History students should research historical theater production methods, costumes, and props for Little Women to ensure historical accuracy. Business students may assist with marketing the play *Little Women*, conducting ticket and refreshment sales, purchasing supplies, coordinating schedules, and maintaining financial records.

Evaluation

English: Students will write interpretive summaries of the novel and make a presentation on how *Little Women* can be applied to modern life. An exam will measure reading, discussion and understanding.

FCS: Students will write and present a paper that compares the impact of industrialization on past and modern family life. An exam will measure reading, discussion and understanding.

History: Students will research the impact of industrialization on a country not covered during class, then write and present a paper. An exam will measure reading, discussion and understanding.

Business: Students would interview local business leaders and senior citizens to learn about the local economy of the past, present and future. Research to support or reject these views will be added to prepare and present a paper comparing the effects of Industrialization to the effects of the Information Age. Special emphasis will be placed on standards of living, occupations and personal finances. An exam will measure reading, discussion and understanding.

References

Alcott, Louisa May. Little Women. The Penguin Group (New York), 1868.

Kerber, Dehart. Women's America. Oxford University Press (Oxford), 1995.

Litcht, Walter. Industrializing America. The John Hopkins University Press (Baltimore), 1995.

Seward, Rudy Ray. The American Family. Sage Publications (Beverly Hills), 1978.

EXPANDING OUR HORIZONS

Names and Majors

Elizabeth Garcia	Business Education / Accounting
Jacob Gourley	History Education / English Education
Lori Anne Maza	History Education / Business Education

Subjects Integrated

- Basic Business / Accounting - Analysis of the needs and wants of immigrants at the Turn of Twentieth Century and the development of a personal budget.
- Consumer Education - Evaluation of the standard of living at the Turn of the Century in relation to choices available.
- American Literature - Discovering the immigrant experience through literature from the era.
- American History - Assess the different reasons for immigration and the settling patterns of the immigrants.

Objectives

- Basic Business / Accounting - The student will gain an understanding of personal finance through the development of a personal budget using income and expenditure data from the 1900s.
- Consumer Education - Students will write a short essay in which they assess the needs and wants of the immigrant family at the Turn of the Century as compared to the needs and wants of the student's family today.
- American Literature - Students will demonstrate, in writing, an understanding of hardships endured by American families during the era of mass immigration, from 1880 -1924, as depicted in selected literary works.
- American History - Students will gather maps and census data from a selected year and construct a neighborhood profile for various census tracts.

Rationale

An understanding of the tremendous demographic and cultural changes that took place in American society during the era of mass immigration provides the student with an appropriate base for understanding the diversity of present society. An in-depth examination of these factors crosses ethnic, class and gender divi-

sions as well as traditional subject area. Studying this era will allow the students to perceive past events and issues as they were experienced by the immigrants.

Resources Needed

Transparencies, pictures, maps, census data, consumer product information, period literature, newspapers, guest speakers, video clips, CD-ROM, and the Internet

Unit Description and Activities

- Basic Business / Accounting - The students will work in groups on case scenarios involving income and expenditure data from the 1900s. Each group will present their given case study to the class for discussion and evaluation. Guest speakers will be invited to speak on budgeting principles in relation to their own historical experiences.
- Consumer Education - Students will monitor their family purchases over a defined period of time and then identify each purchase as a need or want. Using consumer spending data and advertisements, students will construct a brief essay comparing the two eras.
- American Literature - Students, in small groups or through guided discussion, will analyze a variety of primary source accounts and literary works reflecting the immigrant experience. This will include letters, diaries, newspaper accounts, excerpts from Upton Sinclair's *The Jungle*, Emma Lazarus's *The New Colossus*, and Jacob Riis's *How the Other Half Lives*. Students will compile a reflective journal discussing the viewpoints studied in this unit. The journal will be used as a spring board for a descriptive essay on their interpretation of the immigrant experience.
- American History - In small groups, students will gather maps and census data from the Internet to construct a basic demographic profile for a specific Chicago neighborhood in 1910. In the classroom, CD-ROMS will be used to aid students in their understanding of demographic variables as they impact ethnic neighborhoods.

Evaluation

- Basic Business / Accounting - Each group will prepare a five to eight minute presentation justifying their budget decisions.
- Consumer Education - Students will submit a two to four page essay comparing the needs and want of the early 1900s to today.
- American Literature - Students will be assessed on their journal entries as well as their two to three page paper synthesizing their impression of the immigrant experience.
- American History - Each group will present a five to eight minute presentation describing the demographic characteristics of their neighborhood. Students will be evaluated based on the quality of their Internet research and their conclusions.

References

Bailey, Thomas A. and David M. Kennedy. The American Pageant. Lexington: D C Heath, 1987.

Carruth, Gorton. What Happened When: A Chronology of Life and Events in America. New York: Signet, 1991.

Lazarus, Emma. "The New Colossus." The American Reader. Dianne Ravitch, Ed. New York: HarperCollins, 1991.

Riis, Jacob. How the Other Half Lives. (New York City: Dover Publications,1971)

Sinclair, Upton. The Jungle. New York: Grosset and Dunlap, 1906.

United States Government Cenus Bureau Website : http://www.census.gov/

Petroleum Refined

An Integrated Curriculum about Petroleum

Names and Major

Business: Mark Edmundson &
Michelle Schrepfer
Industrial Technology: ?
English: ?
Social Studies: ?

Subjects Integrated

Business: Consumer, Seller and Producer sides of petroleum.
Industrial Technology: Petroleum refinement design.
English: Essay on data collected in other three classes.
Social Studies: Location of petroleum refinement centers.

Objectives

Business: Students will be able to identify producers, sellers, and consumers of petroleum. They will be able to define roles each group plays when it comes to petroleum.

Industrial Technology: Students will be able to describe and design a typical refinement center.

English: Students will write an essay describing the various aspects of petroleum and petroleum refinement using information from other classes as resources.

Social Studies: Students will be able to identify key areas where refinements centers are located. They will not only identify those located in the United States, but global centers as well.

Rational

Petroleum refinement and conservation has an impact on the lives of everyone. Very few people go through life without using petroleum in some form or another. Unfortunately, petroleum is a scarce resource that many individuals know little about. Therefore, this unit will provide students with the understanding of how gas is refined, where most of this refinement is done, and the people most affected by how petroleum is used.

Resources

Newspaper articles, magazine articles, textbooks, interviews, literature from petroleum corporations, and literature from various gas stations.

Unit Description

This is a four week project that will integrate petroleum refinement and conservation in Business, Industrial Technology, English, and Social Studies.

Business: This unit will focus on the producers, sellers, and consumers of petroleum and how the use of petroleum affects each group of individuals. The Business Consumer and Computer Applications classes will be divided into three groups: consumers, sellers, and producers. In the Business Consumer class students will do research about the effects petroleum would have on their particular group. In the Computer Applications class students will take what they have learn and develop spreadsheets, power point presentations and graphs to give a pictorial representation of what they have learned.

Industrial Technology: The learning in this class will focus on petroleum refinement centers. Students will be expected to do research on various design models of refinement centers. They will than be expected to design a refinement center based on their research. The center must meet the specifications for the area they are building in, which the will determine in their Social Studies class.

English: Students will incorporate all of the research from the other classes to create an essay. Students will have the necessary building blocks available to them to develop an in-depth essay. Students will be expected to share their findings with the rest of the class.

Social Studies: The learning in this class will be mostly research based. Students will be expected to identify various areas, both nationally and globally, where petroleum refinements are located. Students will than need to concentrate on one specific area and learn all about the topography. They will need this information to create a map of the area for class. They also need it so they can create the refinement center in Industrial Technology.

Evaluation and Learning Activities

Business: Each group will have specific assignments to complete. The consumers will do research on cars to determine which ones are most economical and cost effective. They will than create a spreadsheet showing their findings. Sellers will develop an ad campaign to get consumers to buy gas at their station. They will create a Power Point Presentation. Producers will create a cost/benefit analysis to determine how to get the most from what they are offering. They will develop spreadsheets and graphs.

Industrial Technology: Students will design a petroleum refinement center.

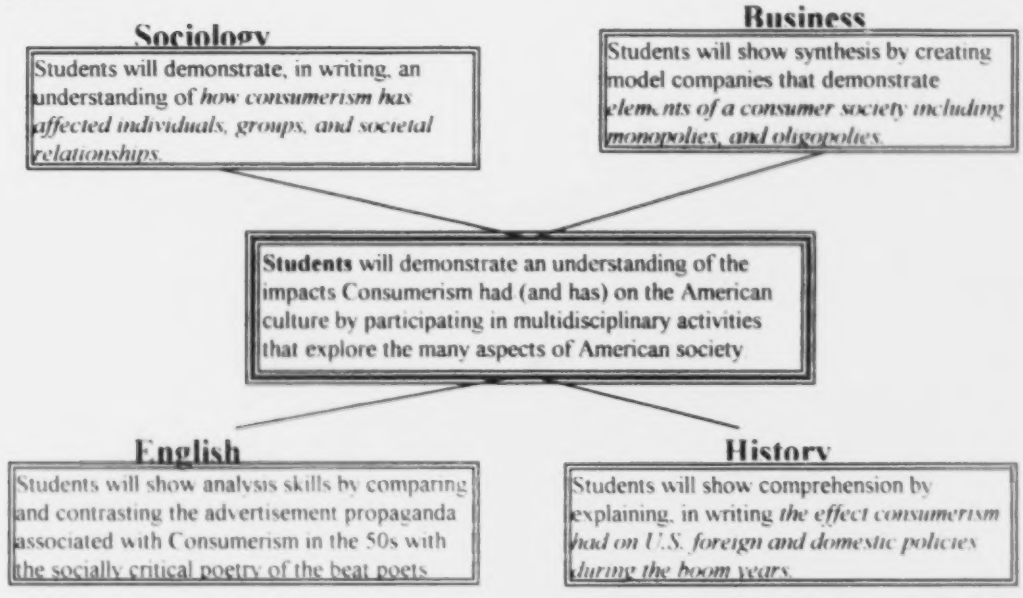
English:	Students will compose a five-to-eight page essay, combining all aspects of the project, from the various classes.
Social Studies:	Students will develop a map of an identified area that is known to refine petroleum. All topography must be shown.

The Boom Years: *Consumerism in American Society 1950-60*

Team: Bill Hiles, Gena Galyean, Jody Harrop, Yada Mak, Karen Kelly, Steve Reschke

Integrated Subjects: History, English, Sociology, Business

Objectives:


Sociology
Students will demonstrate, in writing, an understanding of *how consumerism has affected individuals, groups, and societal relationships.*
Business
Students will show synthesis by creating model companies that demonstrate *elements of a consumer society including monopolies, and oligopolies.*
Students will demonstrate an understanding of the impacts Consumerism had (and has) on the American culture by participating in multidisciplinary activities that explore the many aspects of American society
English
Students will show analysis skills by comparing and contrasting the advertisement propaganda associated with Consumerism in the 50s with the socially critical poetry of the beat poets
History
Students will show comprehension by explaining, in writing *the effect consumerism had on U.S. foreign and domestic policies during the boom years.*

Rationale:

Believing that an integrated curriculum enhances students performance and retention, we will demonstrate the inter-relatedness of the above subject areas through the study of consumerism during the boom years. Consumerism affects the student while at school, at the mall, watching television, and every minute of his/her life. The identity of America can be directly related to the surge of consumerist attitudes and values during the post war years. Examining the events that helped give this nation its identity can aid a learner in discovering his/her self as well.

Consumerism during the boom years sharply contrasted with the frugal society during the Great Depression and the inter-war years. Its impact on society today can be seen in every home, school, and social situation where Americans congregate. Recently, environmental concerns have seen a worldwide call for this society to alter its values so that mass consumption decreases to an equitable amount with the rest of the world. It will be the next generation that will decide if and when American values need to change.

It is important for students to realize that consumerism defines the American experience, and is a major aspect of their lives. Through the exploration of where, why, and how Consumerism became such a pillar of the American social structure, students will better understand the world around them and the relationship between culture and ideas. This unit can help students realize that they have a responsibility as a member of this culture to identify, explore, and advocate the values they feel are important.

Unit Description:

Sociology: This unit will focus on how consumerism during the boom years affected the basic social processes and elements of family structure, group norms and values, peer pressure, and conformity. Students will gain an understanding of how these concepts operate and the impact they had on society during the 1950s. As a class, we will examine how consumerism affected the nuclear family, parent-child relationships, and the growing disparities in social classes. The culmination of the unit will be a written examination applying the various concepts of Sociology to consumerism in the boom years.

English: This unit will focus on the structure of propaganda advertisements, and their impact on readers. Students will read and watch examples of advertisements during this time period. They will find common characteristics among them in order to create their own advertisements. Students will then analyze the success of failure of a business in relation to their advertisements. The students will investigate the company's advertising techniques and its affect on the business and culture through study of anti-consumerist beat poetry. They will discuss their findings in a formal research paper.

Business: This unit will focus on a market economy and the growth of consumerism in America during the 1950s. Students will study monopolies, oligopolies, and the competition that affected companies at this time. Students will look at the structure of business in the 1950s and how it relates to today's business structure. Students will also study the changing demographics of the work force. Activities will include watching the movie "Tucker" and discussing in class the affects Consumerism had on the car industry.

History: This unit will focus on how consumerism rose from the depths of a war-time economy to drive many policies, and form a new way of life. The disparity between the perceptions of 1950s life and actuality will be explored through examination of minorities and women's roles in a consumer driven society. The Americanization and expansion of consumerist ideals to Europe and Asia will also be explored through analysis of U.S. economic and foreign policies during the 1950s.

Examples of Activities:

English – Students will run model ad campaigns, through group activities, with an emphasis on persuasion.

Business – Students will participate in a guided discussion regarding business consolidation and consumerism.

Sociology - Students will participate in group skits aimed at role playing various aspects of family relationships, and how those aspects changed the function and structure of families.

History - Students will participate in panel discussions on the influence consumerism had on domestic and foreign policies.

Interdisciplinary Group Presentation: Students will give a 10-15 minute group presentation that deals with a specific topic of their choice that relates to Consumerism in the boom years, using information from at least three out of the four subject areas' discussions on Consumerism in American Society. An integrated approach at understanding how the U.S. formed the identity it holds today, as it relates to Consumerism, should be explored through the materials and information provided in each subject area.

Resources:

Lafeber, W. America, Russia, and the Cold War Years 1945-1984. Cornell University Press, 1985.

Ross, S. Fundamentals of Corporate Finance. Irwin Publishing, 1995.

Packard, J. The Waste Makers. New York, 1967.

Curriculum Integration of "Cause & Effect"

"Building Bridges Abstract"

Fall 1997

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Curriculum Integration of "Cause & Effect"

Subjects Integrated:

- Mathematics (Statistics)
- Business (Supply & Demand)
- Social Studies (Cause & Effect of Gulf War)
- Science (Cause & Effects of Pollution)

Objectives:

- *Mathematics*: Students will be able to demonstrate their understanding of cause and effect in statistics as variables change.
- *Business:* Students will be able to demonstrate an understanding of how Supply and Demand affect the price and quantity of good and services.
- *Social Studies:* Students will be able to identify the causes of the Gulf War and the effects of te war both nationally and globally.
- *Science:* Students will be able to demonstrate the causes of pollution and its effects on the environment along with solutions.

Rationale:

Integrating the basic thinking skill of cause and effect will help students make a strong connection between the different disciplines. Students will realize that their is more than one discipline taking place in every human experience. Connecting events of the last decade, such as the Gulf War and the supply and demand on the economy, will give the students a sense of real life examples. An integrated curriculum will help students realize it takes all disciplines to complete the learning experience.

Resources Needed:

Overhead transparencies, films, newspapers, various texts, television newsclips from the Gulf War era, field trip (Museum of Science and Industry).

Unit Description:

- *Mathematics:* In this unit, we will look at how variables cause change in statistics. Students will learn how changing just one simple variable has many effects in both related and unrelated situations.

- *Business:* In this unit students will learn how supply effects demand. They will learn how an increase and/or decrease in demand of a product will cause the change in price/sales accordingly.

- *Social Studies:* In this unit students will learn events that led up to the beginning of the Gulf War. They will understand how the effects of this war influenced the economy.

- *Science:* In this unit students will learn the different causes of pollution, its effects and some solutions. They will also learn about some of the direct effects the Gulf War had on the land.

Activity Description:

- *Newsclips:* Students will view newclips on the Gulf War to gain an understanding of the events that led up to the War. They will also see the ecological effects the war had on the land, air and water.

- *Field Trip:* Students will visit the Museum of Science and Industry in Chicago, Illinois, to observe the real life effects of pollution and various other current event materials.

- *Evaluation:* In addition to individual discipline's objective tests and weekly quizzes, students will do a research paper, on a teacher approved topic, demonstrating real life examples of cause and effect.

References:

Bennett, Albert & Nelson, Leonard. *Mathematics: and Informal Approach*, 2nd ed., Allyn & Bacon Inc., Newton, MA, 1985.

Jelley, Herbert & Herrmann, Robert. *The American Consumer Issues & Decisions*. 2nd ed., McGraw-Hill Book Co. New York, 1988.

Connecticut Board of Education. *Guide to Curriculum Development in Science*. State of Connecticut, 1991.

Building Bridges: Integrated Curriculum Abstract

Design Team Members

John Aspel	Economics
Stacey Smudrick	U.S. History
Theresa Twaddle	Business Law

Unit Title and Time Frame

Title:	International Trade: Connecting the World
Time Frame:	2 weeks

Rationale

In today's world, trade is an important part of every country's economic development. The United States has continually been wrapped up in a world of trade. This economic dependence of the United States has effected the lives of Americans from before the Revolutionary War until today. Trade continues to effect the lives of students on a day to day basis. Creating an interdisciplinary unit by combining curriculums from economics, business law, and history will demonstrate to the students how interconnected the subjects, as well as the world, can be. This unit will also expand students' concept about international trade so they can see how these issues effect their day-to-day lives.

Objectives

Economics: Students will demonstrate an understanding of how trade effects a nation's productivity by citing the positive and negative implications of importing and exporting.

History: Students will be able to demonstrate knowledge about the trading policies of the United States by completing a writing-to-learn activity. This activity would describe at least one trading policy that contributed to the outbreak of the Revolutionary War, and explains how that trading policy effected both personal and professional lifestyles during that time.

Business Law: Students will demonstrate under test conditions an understanding of the legality of the Oil Pollution Act of 1990 and relate it to the concerns of the Valdez oil spill, administrative laws, and hazardous trade implications.

Unit Descriptions

Economics: After completing this unit, students will know about the significant contributions importing and exporting can have on a nation.

Activities Description:

1. *Teacher Lecture:* Introduce students to concepts involved with importing and exporting. This activity will last two days. One day will cover importing. The second day will be used to discuss exporting.
2. *Group Research:* Divide class into equal size groups. Each group will be assigned one of two areas to research. The two options consist of previous trade polices or present and future trade polices between the U.S. and Japan. The class will spend three days in the library compiling information. The class will spend two days sorting through information and developing a class report.
3. *Oral Report:* Each group will give an oral presentation to report their findings.

Evaluation: Students will be evaluated by writing an essay that relates past, present, and future trade relations with Japan by using knowledge gathered from personal research and material presented in class.

Resources: Economic Textbook, Library Resources, Internet Access

History: In this unit students will learn about possible causes of the Revolutionary War. Specifically, British taxes on imported and exported goods will be the focus. Students will be asked to write a "mythical" journal of an American or a British person that will relate effects of import and export taxes on their personal and professional lives. This information will be integrated with the material students are learning in business law and economics by asking them to include issues, principles, and theories brought up in other classes in the journal entries.

Activities Description:

1. *Reading Text*: This activity will provide students with a basic knowledge of the beginning of the Revolutionary War. This activity will cover four class days. A discussion will occur on each day and on the last day a quiz will be given.
2. *Make Journals*: One day of class will be used to explain the interdisciplinary project, and how to construct the journals.
3. *Library Research*: Two days will be spent in the library to find primary source documents and information about people from the time period.
4. *Writing Journal*: Students will have three days to creatively write a "mythical" journal.

Evaluation: After reading the text, a quiz will be given over the material to check for comprehension about possible causes of the Revolutionary War. The history teacher will grade the journal. The grade will be dependent upon creativity, historical correctness, and the incorporation of issues, principles, and theories from economics and business law.

Resources: History Textbook, Paper, Book Binding, Markers, and Library Resources

Business Law: In this unit, students will learn about the Exxon Valdez spill, Prince William Sound, and the Oil Pollution Act of 1990. Exploring these areas will allow the students to gain an understanding of the implications on society that international trade hazards present.

Activities Description:

1. *Jigsaw Activity*: This activity will be used to have the students participate in cooperative learning with their peers. The class will be divided into three groups. Each group will use four days for Internet research on one of the following topics: Exxon Valdez, Prince William Sound, or the Oil Pollution Act of 1990. After the research is performed, the students will have three days to report findings back to the class.
2. *Video Activity*: This activity will be used to present implications of oil spills and last one day. A portion of the movie *On Deadly Ground* will be shown. This part shows oil spills and the effects on the environment and society. Class discussion will occur for two days following the showing of the video. The discussion will specifically relate to the hazardous concerns of transporting fuel under the international trade law, consumer issues, and the financial costs to society.

Evaluation: Students will be evaluated through testing at the end of this unit. Concepts learned will be assessed through an essay exam to evaluate their understanding of international trade.

Resources: Business Law Textbook, Internet Access, Video: *On Deadly Ground*, VCR and TV

The Automobile: The Tie that Binds Society

Team Members and Majors:

Angela Conley History/Social Science
Leslie Shobe English
Mindy Warfield History

Subjects Integrated for a two week unit in a Freshman class:

Economics/Business: Budgeting the purchase and maintenance of an automobile
English: Analyzing through literature the effect of the automobile on American lifestyles
History/Social Sciences: Studying the significance of the historical development of the automobile
Industrial Technology/Automotives: Producing a running automobile

Objectives:

In each of the following subjects the students will be able to demonstrate critical and analytical thinking through a variety of activities that address various learning styles. Students will be able to:

Economics/Business: given a set amount of money, demonstrate an understanding of the principles of economics by constructing and maintaining their own budget for buying and maintaining an automobile considering salary, car payments, insurance, gas, and basic upkeep.

English: 1. analyze the importance of the automobile through literature, 2. explain in writing their ideal automobile, and 3. create their own image, via recording their own video, or presenting a skit, or constructing a collage, or etc., of how the automobile affects themselves personally.

History/Social Sciences: understand the far-reaching effects of the automobile throughout history by researching, in groups, a popular automobile in history and assessing the effects this particular automobile has had on society.

Industrial Technology/Automotives: build their own simple model of a car running off of carbon dioxide cartridges.

Rationale:

Though taken for granted, the automobile often plays a vital role in the lifestyles of many high school students. Using the automobile as a connection across the curriculum allows students the opportunity to examine something that is very pertinent in their own lives. We hope students will gain a deeper appreciation for the significance of this invention. Through the integration of history, economics, English, and Industrial Technology, we hope for the students to gain a more wholistic view of the automobile, and to realize the importance of the automobile in every realm of life.

Resources Needed:

English and/or history: audio and media equipment such as a VCR, television, and cassette or CD player; literature about the era: the novel Cheaper by the Dozen, The Great Gatsby, The Grapes of Wrath, a history textbook, magazine articles, and other books; films possibly including the A&E Biography on Henry Ford, American Graffiti and/or Grease (with parental permission); Economics: an economics textbook, ledger paper, worksheets, pictures, and overheads; Automotives: pine wood, carbon dioxide cartridges, paint, wheels, axles, exacto knives, jigsaws, a drill press, and fishing line.

Unit Description/Activities:

Economics/Business: For this unit, the students will learn basic financial principles by creating and maintaining a budget through the purchase and maintenance of an automobile. The students will be given a set monthly salary that they will have to work with. Then they will have to use the Trading Post newspaper to find an affordable automobile. They will have to contact a bank about loan procedures and pick up a brochure, and they will also have to contact an insurance company to find out how much it would cost to insure the car they wanted. Using their assigned salary, they will have to design a budget that calculates a monthly car/loan payment, monthly car insurance payment, week to week gasoline expenses, routine car maintenance (e.g. washing, oil changes, fluid replacements, etc.). The students will also be required to save some amount of their salary for emergency car repairs. If we are fortunate enough to have

computers, the students will also receive a lesson in technology. They will learn how to generate their budgets on a computer program such as "Quicken."

English: During this unit, the students will be studying excerpts from texts such as The Grapes of Wrath and The Great Gatsby along with the entire novel Cheaper by the Dozen, which centers around a family getting their first car, to first see how the introduction and invention of the automobile affects literature and second, to analyze the affects the automobile has on the family. Students will also be able to compare and contrast the importance of the automobile in the novel with the importance of the automobile today. The students will also write a paper that describes their dream automobile, and they will bring in a picture of that automobile (drawn or pieced together from car ads).

History/Social Sciences: This unit will focus on the effects of the automobile on social history. Students will recognize the important changes catalyzed by the invention and mass production of the automobile. A portion of the lesson will focus on a biography of Henry Ford. Students will also gain an understanding of the effect of the automobile on the development of cities and on rural to urban migration. And students will discover interesting facts like the modern concept of "dating" was created because of the invention of the automobile, that also lead to a sexual revolution of sorts. A historical analysis of the automobile in music will also be included to highlight the symbolic role that the automobile plays in the coming of age of American youth.

Industrial Technology/Automotives: In this unit, the students will construct a CO2 Dragster (a car that runs on carbon dioxide cartridges) using pine wood. The cars must be constructed, using the tools provided, according to these guidlines: it must be 10" long, 2" high around the CO2 cartridge and the CO2 hole must be drilled 2 ½" deep, the axles must be 1" wide with atleast ½" between axles, and there must be 2 eye hooks screwed into the bottom of the dragster. Students may add their own designs using paint and exacto knives. Finally, the students will have the opportunity to race their cars for fun. The lighter the car, the faster it goes.

Evaluation:

Economics/Business: After a mock period of ten months (each day of the two week unit representing one month) students will turn in an ad of the car they "purchased," an insurance claim policy from the company that they called, a brochure on loans from the bank, and their completed budget, which can be done on ledger paper or can be computer generated (depending on available resources).

English: Students will be working on a group project where they will get together with a few other members of the class to create and produce their own skit, or talk show, or video taped performance, or collage with a two page paper, or possibly a different teacher-approved project that uses the automobile as the center of the discussion. The students will have the choice to focus on any one of the following topics, the automobile in history, life without an automobile, the automobile can get people into trouble, or another teacher-approved topic. They will have 10-20 minutes to present their projects in class and will be graded on this project.

History/Social Sciences: Students will give a 15-20 minute creative presentation on group research projects that focuses on popular automobiles throughout history and how those automobiles affected other occurrences in history.

Industrial Technology/Automotives: Students will be graded on whether their car meets the guidlines.

*To culminate the unit all students in these classes will attend a field trip to the Misubishi plant in Normal.

References

Carey, Ernestine Gilbreth, & Gilbreth, Frank B., Jr. (1963). Cheaper By the Dozen. New York: Crowell.

Fitzgerald, F. Scott. (1925). The Great Gatsby. New York: Grossett and Dunlap.

Steinbeck, John. (1939). The Grapes of Wrath. New York: Viking.

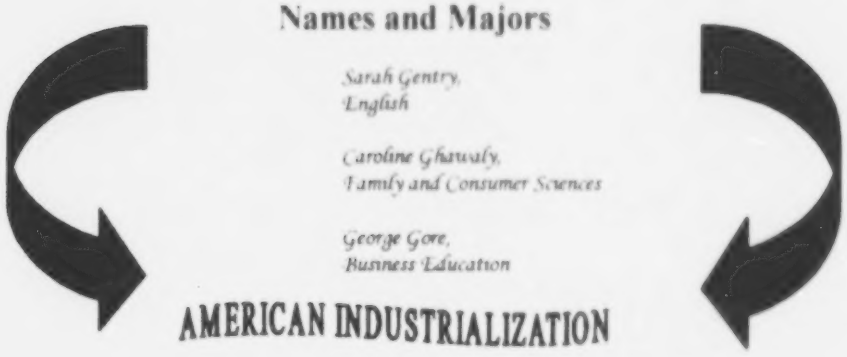
AN INTEGRATED STUDY OF AMERICAN INDUSTRIALIZATION

Names and Majors

Sarah Gentry,
English

Caroline Ghawaly,
Family and Consumer Sciences

George Gore,
Business Education



Subjects Integrated

Business:	Industrialization's Economic Impact on the Information Age
Family Living:	Changing Roles of the American Family during Industrialization
History:	American Industrialization
Literature and Composition:	American Industrialization as Portrayed in *Little Women*

Objectives

Business The students will be able to explain similarities and differences between the economic impact of the industrial age and the information age.

Family Living The students will give a five to seven minute group or individual presentation depicting changing family roles during industrialization. Students will also demonstrate understanding by completion of a unit exam covering class lectures, readings, and presentations.

History The students will demonstrate knowledge of events, trends, and conditions in America during Industrialization by completion of a unit exam and a three to five page essay.

Literature and Composition: In no more than five pages, students will write an essay based on a character, event, or relationship depicted in *Little Women* to demonstrate life during American Industrialization.

Rationale

Students will benefit from learning how American Industrialization affected economic, political, social, and family trends. In this unit, students will learn how American Industrialization affected these trends and the impact it had on individual and family living during the era and on America today. Planning and performance of the play, *Little Women*, will aid in learning various elements of planning a major production, as well as allow students to achieve a personal feeling of life during industrialization.

Resources Needed

Various resources will be utilized, such as books, articles, videos, overheads, library, and pictures. Access to the Internet and standard computer applications will facilitate student research and preparation. Other resources will be needed for production of the play, including use of the theatre, stage construction materials, costumes, props, tickets, and flyers. Copies of the novel *Little Women* will also be needed.

Unit Descriptions

Business: This unit will address four main themes, including standards of living, occupational changes, personal finances, and the information age. Students will research the impact of industrialization on economies, both historical and modern. Specific attention will be paid to how changing economies affected families and the characters of *Little Women*. Discussions comparing industrialized economies, both past and present, will culminate in projections of probable futures.

Family Living: In this portion of the unit, the emphasis will be on the changing roles of the family during American Industrialization. Through various readings and videos, there will be discussions relating to the changes from extended to smaller nuclear families, the shift away from home production of goods, and changes in labor, including migration to urban areas. These concepts will be brought together to facilitate an understanding of the effects of industrialization on women in the family, family bonds and family income.

History: Students will gain an understanding of American Industrialization through lectures, slides, readings, maps, and presentations. This unit will focus on trends, conditions, and events throughout American Industrialization, such as immigration, roles of women, technological advances, and political movements.

Literature and Composition: In this class, students will be studying the novel *Little Women* by reading and discussing aloud, reading independently, watching video versions of the novel, and performing in the play. This novel characterizes the people of the American Industrial Era and shows how people living during that time related to one another and reacted to the events going on around them.

Activity Description

Students will work together to put on a production of *Little Women*. Students will be given a choice of roles in the production. A variety of roles will be offered, including acting, stage directing, preparation of props, marketing and advertising, conducting ticket and refreshment sales, purchasing supplies, coordinating schedules. Students will use their knowledge and understanding of American Industrialization to accurately portray characters and trends in *Little Women*.

Evaluation

Business: Students will interview local business leaders and senior citizens to learn about the local economy of the past, present and future. Research to support or reject these views will be added to prepare and present a paper comparing the effects of Industrialization to the effects of the Information Age. Special emphasis will be placed on standards of living, occupations and personal finances. An exam will measure reading, discussion and understanding.

Family Living: Students will be evaluated based on their performance in an individual or group presentations, unit exam, and class discussions.

History: Students will be evaluated through a unit exam, essay, and class participation.

Literature and Composition: Students will be evaluated based on a thematic paper, a unit exam, and participation in discussions of the video, text, and individual interpretations of *Little Women*.

References

Alcott, Louisa May. *Little Women*. New York: Penguin, 1989.

Litcht, Walter. *Industrializing America*. Baltimore: John Hopkins UP, 1995.

Seward, Rudy Ray. *The American Family*. Beverly Hills: Sage Publications, 1978.